



EASTERN KENTUCKY UNIVERSITY

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Office of the President

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May 7, 2003

Dr. Sue Hodges Moore
Council on Postsecondary Education
1024 Capital Center Dr., Ste. 320
Frankfort, KY 40601-8204

Dear Dr. Moore,

Eastern Kentucky University takes pride in the efforts we have made toward student success. The average retention and graduation rates at EKU have steadily increased since 1998. The Six-Year Graduation Rate for Bachelor's Students for 2002 (33.1%) exceeded our 2002 goal (32%) by 1.1% but registered a decrease from the 2001 actual rate (37.2%). The actual rate for 2001 appears to be an anomaly and we cannot offer a full explanation about why the rate increased so significantly for that single year. Our best guesses are that some of the increase came from students who would have finished in 2000 (a year in which we saw a small dip in the rate) and the fact that we had one of our largest graduating classes in 2001. If you exclude the anomaly of the 2001 rate, we believe that we are on track for meeting our goals even though our student body is more susceptible to economic influences than our national counterparts.

Our student body contains 35% non-traditional students and a significant number of traditional aged students who work while going to school. These are populations that stop-out or cut back on hours in a sluggish economy. From fall 2000 to fall 2001 (which would include most 2002 graduates) our full-time enrollment actually decreased by 1.7%, while our part-time enrollment increased by 10.4%. This seems to indicate a trend for increasing the time to complete degrees. Because of the economic and educational challenges in Eastern's traditional service region, a more accurate measure of the success of the institution would be the percent of students who ultimately complete degrees and the average number of years for degree completion.

With our increasing efforts in Enrollment Management and Student Affairs, we see an opportunity to foster our recruiting and retention efforts toward assisting all of our students (traditional and nontraditional). We have focused more and are focusing on making the transition easier for our transfers from community colleges. This in itself will increase timely



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graduation for a group that already comprises more than 50% of our graduation class. Indeed, our nontraditional population (currently 35%) is expected to grow and we are cognizant of that fact. We also know that many of our students will continue to work and we are focusing on how we can help them manage work with their need to graduate in a timely manner.

We are anxious to increase our undergraduate enrollment through recruitment of first time freshmen, transfers, and increased retention. As an example of our commitment, we have reallocated more money in areas of recruitment and retention and it is paying off by this year's entering freshman class. Fall incoming freshmen increased 201(N=2352) over last year, this is an 8.5% increase. In addition, we changed our policies to be more transfer friendly (e.g., decreasing the need for developmental classes if you have an AA, AS, or AAS from KCTCS). We have hired a transfer specialist and transfer recruiter. We are currently in the process of hiring a recruitment specialist that will concentrate on minority populations and a retention specialist that will coordinate, enhance, and build efforts for our first year students. These are just some of the examples that we are immediately moving forward to implement.

Should you need any additional information or clarification, please do not hesitate to let me know.

Cordially,

A handwritten signature in black ink, appearing to read 'Joanne K. Glasser', with a long horizontal flourish extending to the right.

Joanne K. Glasser
President



POSTSECONDARY
EDUCATION

MAY 9 4 07 PM '03

Kentucky State University

Frankfort, Kentucky 40601

Office of the President

May 9, 2003

Dr. Sue Hodges Moore
Executive Vice President
Council on Postsecondary Education
1024 Capital Center Drive
Frankfort, Kentucky 40601

Dear Dr Moore:

I am writing in response to your letter to me regarding "reported declining six-year graduation rates in 2002" As I discuss the complex nature of this important issue, I will also elaborate on the measures that Kentucky State University is currently taking to address this state-wide dilemma.

Kentucky State University recognizes that it has neither developed nor implemented a survey that is intended to record the responses of individuals who have withdrawn from the University. The Office of Institutional Research and the Office of Assessment and Evaluation routinely administer a variety of surveys throughout the course of the academic year (e.g., Student Satisfaction Survey, Graduation Survey and Enrolled Student Survey) in order to receive data concerning the dilemmas and aspiration of our students; however, none of these surveys exclusively capture the reasons that some of our students are failing to receive bachelors or masters degrees. Our current assessment measures indicate that some students do not graduate from the University because of a variety of factors (e.g., military service, financial dilemma's concerning their families and opportunities to move to other states).

In order to address the lack of data and research in the area, the University plans to develop a survey that captures this important information and administers it during the student's exit interview (i.e., an interview in which the student has indicated to the Registrar that he or she intends to withdraw from the University). If the student withdraws without notifying the Registrar, the survey will be mailed to him or her.

A strategic plan is currently being developed in order to "reach the established goals" concerning recruitment, enrollment, retention and graduation. Included in this plan will be undergraduate enrollment, number of graduate/professional students (and) one-year retention rates of first-time freshman. We hope to implement this strategic plan in the fall of 2004.

I would enjoy the opportunity to discuss the measures that the University is currently taking in order to improve our graduation rate as it relates to our recruitment procedures as well as enrollment and retention rates. Also, any comments related to our current measures or methods for addressing this statewide dilemma would be greatly appreciated.

Sincerely,

William Turner, PhD
Interim President



POSTSECONDARY
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JUN 26 8 51 AM '03

Kentucky State University

Frankfort, Kentucky 40601

June 25, 2003

Office of the President

Dr. Sue Moore
Executive Vice President
Council on Postsecondary Education
1024 Capitol Center Drive Suite 320
Frankfort, KY 40601-8204

Dear Sue,

The following information is provided, per your request, for Kentucky State University.

Enrollment

	Undergraduate	Graduate	Total
Fall 2002	2107	146	2253
Spring 2003	2107	134	2175

Retention data has calculated from Fall 2001 to Fall 2002. The following cohort was used: first-time, full-time degree seeking freshman enrolled in the Fall of 2001.

Fall 2001 1 st time, full-time, degree seeking freshman	372
Number of freshman who returned Fall 2002	210
Retention rate	56.6%

Based on 1999-2000 data, our retention rate rose to 60 % and to 75.2% in 2000-2001. We believe these two years are anomalies, because in '98-'99, I understand that our retention rate was 52%. Our current rate as noted above is 56.6. Recognition of this problem has resulted in plans to intensify our efforts to retain students. Our first effort this Fall will involve the development an exit interview instrument, to give us detailed data on what students leave the University and why. Reliable data of this sort, of course, will help us design initiatives to improve retention.

Sincerely,


William Turner
Interim President

June 6, 2003

JUN 10 9 40 AM '03



OFFICE OF THE PRESIDENT

Dr. Michael B. McCall

Dr. Sue Hodges Moore
Executive Vice President
Council on Postsecondary Education
1024 Capital Center Drive
Suite 320
Frankfort, Kentucky 40601

Dear Sue,

In response to your April 25, 2003 request for updated information on the following indicators for which KCTCS progress to-date falls short of established goals, please find below a brief summary of efforts related to the indicators you identified as:

- Number of community and technical college transfers
- Average number of credit hours transferred

First, it is important to note that these goals are not, on the whole, controlled by KCTCS. As you are aware, we have been working with CPE staff and the Council of Chief Academic Officers (CCAO) group to highlight the issues affecting transfer. Currently the transfer frameworks established are out of compliance with the 1996 Legislation as a result of changes in several universities' General Education requirements.

Recently, I made a presentation to the Council of Presidents regarding the status of transfer and found agreement that we needed to focus more on this area and re-visit goals which were originally developed from historical trends and are not reflective of any coordinated substantial effort to increase transfer enrollment. At the last CCAO meeting, May 19, 2003, CPE staff presented a series of recommendations to update the transfer framework guidelines and provide a counseling/information approach to students. It was also agreed at this meeting that the CCAO would have a summer meeting to focus on transfer issues. I believe that CPE staff are in the process of scheduling that meeting.

The CCAO did develop guidelines for the AAS programs for General Education over the last two years but the CCAO, while their institutions generally followed them, did not formally adopt these guidelines. We have seen increased numbers of KCTCS colleges and University 2+2 articulation agreements. The stipulation by CPE that all program proposals include specific agreements for transfer on the part of KCTCS and the Universities has contributed to this effort to expand transfer agreements.

Another factor concerning the average number of credit hours transferred is the perception by many students, counselors, and college and university personnel that it is



better to transfer after one or two semesters to avoid loss of credit. We are working internally in KCTCS to change that perception through counseling and disseminating accurate information. The KCTCS Board of Regents has also set internal goals to increase the number of transfer students and the number of transfer hours. We are in the process of designing studies and developing tracking strategies to aid in identifying factors that contribute to the lack of progress in transfer enrollments, and from these we will build intervention strategies.

Thank you for the opportunity to provide this response to the lack of progress on the postsecondary education key indicators of successful reform efforts. KCTCS stands ready to address these issues outlined here in the months ahead to turn around the lack of progress.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike", written in a cursive style.

Michael B. McCall, Ed.D.
President

C: Dr. Keith Bird, KCTCS Chancellor
Dr. Jon Hesseldenz, KCTCS Vice President

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OFFICE OF THE PRESIDENT

201 HOWELL-MCDOWELL AD. BLDG.
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May 8, 2003

Dr. Sue Hodges Moore
Executive Vice President
Kentucky Council on Postsecondary Education
1024 Capital Center Drive
Suite 320
Frankfort, KY 40601-8204

Dear Sue:

In response to your letter dated April 25, 2003, I will address our University's six-year graduation rate in this correspondence and focus in a future letter on our current efforts to meet the highlighted institutional and system-wide key indicator goals.

The use of multi-year average graduation rates allows for individual year fluctuations experienced by all institutions. While Morehead State University continues to satisfy the CPE goal for six-year graduation rates, this is one of the years where the rate has fallen below the previous year. We anticipate from previous experience that our graduation rates will continue to improve on average over the next several years.

Many factors impact on graduation rates, from immediate economic conditions in our region to the preparation of each incoming freshman class. Over the past few years (during the current economic slowdown/recession) significant numbers of students have found it necessary to drop-out of school for a semester or more and others have moved from full-time to part-time status. As we have moved forward in greatly exceeding our undergraduate enrollment goals, the increases in our entering freshman classes have primarily come from students with less preparation for higher education and less commitment to personal educational goals. Obviously, significant increases in less-prepared students will exert a negative influence on graduation rates.

We continue to be aggressively innovative and creative in our efforts to meet the needs of our students, and thereby provide them with even greater opportunity for academic success. One of the critical milestones for attaining improved graduation

Dr. Sue Hodges Moore
May 9, 2003
Page 2

rates is to effectively retain students from the freshman to the sophomore years. In support of those efforts, we established a position of Associate Dean of Academic Support and Retention. That office has reinvigorated the University's retention strategies and activities. Additionally, the implementation of capstone courses in each degree program as a part of our general education curriculum is beginning to pay dividends in assisting students in completing their undergraduate degrees and preparing for entry into their chosen fields.

A preliminary look at this year's number of baccalaureate graduates for May indicates that we will have approximately 10 percent more than in 2002.

I remain confident that our graduation rate will continue to improve and that we will meet future years' goals for this CPE key indicator.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ron Eaglin', with a stylized flourish at the end.

Ronald G. Eaglin
President

RGE:dm



OFFICE OF THE PRESIDENT

201 HOWELL-MCDOWELL AD. BLDG.
MOREHEAD, KENTUCKY 40351-1689
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June 6, 2003

Dr. Sue Hodges Moore
Executive Vice President
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204

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POSTSECONDARY
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Dear Sue:

This letter provides information requested on the actions taken by the University in meeting the goals established for statewide and institutional key indicators.

Statewide indicators with insufficient progress:

- * Average ACT score
- * Percentage of high school students taking the ACT
- * Percentage of high school students completing the ACT core

We realized the value in having better-prepared students coming into the institution and have initiated or continued the following efforts to raise the preparation level of students enrolling in postsecondary institutions:

- Tuition-free classes for high school students with outstanding academic performance.
- Through the University's P-16 Council, we have established collaboration with regional school districts to assess high school students in math and provide training assistance where needed to raise scores.
- Additionally, we are working with area schools to better align high school and college math curricula to improve students' math skills and reduce the number of students requiring remediation in math at the college level.

- With our Professors in the Schools Program, University faculty members are encouraging high school students to prepare for and take the ACT.
- Through the rigid enforcement of the requirement that students not meeting the pre-college curriculum standards having to be enrolled in developmental courses, we are, in fact, encouraging students to complete the ACT core.

Institutional indicators with insufficient progress:

* Number of graduate students:

- Much of the decline in graduate enrollment between Fall 2001 (1,759) and Fall 2002 (1,678) was directly attributed to the tragic events of September 11, 2001. Our international graduate student enrollment fell by 81 between Fall 2001 and Fall 2002, while international graduate enrollment declined by 40 students. We have appointed an Associate Dean of International Education who has revitalized our recruitment of international students.
- We are expecting significant increases in graduate enrollment through:
 - Master of Arts in Teaching degree program which has attracted 75 applicants for Fall 2003
 - The creation of graduate education program cohorts of students at three regional campuses

* One-year retention rate of first-time freshmen:

- While the University did not reach the CPE-established 2002 goal of 75.5 percent for retention of first-time freshmen students, we did progress from 75.0 percent in 2001 to 75.1 percent in 2002.
- Actions taken to strengthen our retention efforts include:
 - Creating and filling through a national search the position of Associate Dean for Retention.
 - Developing and implementing a new University Retention Plan.
 - Requiring the development and implementation of retention plans at the department/program level.

Dr. Sue Hodges Moore
June 6, 2003
Page 3

- Especially aggressive follow-up involving department chairs and faculty for those students who are missing classes and for those students who do not pre-register for the subsequent semester.

* Number of community and technical college transfers:

- The University has expanded articulation/two-plus-two agreements and the recruiting of "shared" students at KCTCS institutions in our region. For example, a "Transition Team" has been established among Maysville Community College, Rowan Technical College and Morehead State University to outline curricular areas for cooperative arrangements and administrative agreements.

Hopefully, this provides the information you need. If you have questions, please give me a call.

Sincerely,



Ronald G. Eaglin
President

RGE:td

Christina

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POSTSECONDARY
EDUCATION

May 13, 2003

Dr. Sue Hodges Moore
Council on Postsecondary Education
Suite 320
1024 Capital Center Drive
Frankfort, KY 40601-8204

Dear Sue:

Thank you for sharing the information on the key indicators of progress figures. It was good to see from the data the positive results of Murray State University's many years of hard work. As you requested, I am listing below a sample of Murray State University's continued efforts to bring about the progress the University is dedicated to make.

Graduate Student Enrollment

- MuSU will establish an enrollment management subcommittee to centrally coordinate and track graduate recruiting including initiatives with MuSU seniors to let them know about our graduate programs.
- MuSU has formed a subcommittee within the enrollment management committee to aggressively address international student recruitment.
- MuSU has formed Articulation Agreements with other Kentucky institutions.
- MuSU will have an online application for graduate admission in June.
- MuSU is revamping the navigation process and content of our web site for graduate students.
- MuSU's Graduate Specialist has initiated several processes that keep graduate students better informed about the requirements for their programs.
- MuSU's approved master's degree in accounting is showing increased enrollment.
- MuSU has added new facilities at our off-campus sites in Henderson and Hopkinsville. These improve access for graduate students served in these areas.

One-Year Retention Rates of First-time Freshmen

- MuSU welcomes its new freshmen and first time transfer students at the beginning of the school year with its *Great Beginnings Program* where the students come to campus earlier than the rest of the students and are assisted by faculty, staff and students to move into their rooms in their residential

colleges, to find solutions for their questions and problems and to have a better understanding of their surroundings as well as what is expected of them.

- MuSU requires all its freshmen to take a freshman orientation class.
- MuSU has a *Retention Alert Program* where faculty notify the retention office if students are not attending, are failing, or are not completing assignments.
- At MuSU the faculty who teach 100-level classes that are primarily for freshmen are requested to report progress of freshmen to the retention office at the six week mark.
- MuSU's *Freshman Year Leader Program* has freshman mentors assigned to 12-15 freshmen in residential colleges to work with and maintain contact through the first six weeks and after mid-term grades are posted.
- At MuSU all freshmen are contacted by Student Affairs Office at the six weeks period to assess how they are doing.
- MuSU residential college heads meet with groups of freshmen at the beginning of school in the residential colleges and also individually during the first six weeks.
- MuSU's freshmen have a hold put on their records to make sure that they meet with an advisor prior to scheduling classes.

Other Persistence and Graduation Initiatives

- MuSU has recently established a new system to provide better advising information for faculty in a secure format, utilizing personal identification number (PIN). In conjunction with the PIN site, the advisor-scheduling-holds process is undergoing campus review to insure that students see advisors prior to pre-scheduling.
- Departments are conducting more career based forums to emphasize the benefits of getting a degree and to enable our potential graduates to have more career opportunities.
- MuSU has an active task force on advising and is refining the faculty advisor training process.
- Efforts are being made for a greater campus-wide emphasis on persistence. Our new slogan is "Persist. There is no ϕ in quitting."
- MuSU has put increased emphasis with the prospective students and parents on the importance of a college degree.
- A plan is under development for a campus-wide on-going assessment and enhancement of our educational environment. This includes an increased emphasis on the "characteristics of Murray State graduate" that were compiled in the strategic planning process. Efforts will be carried out to make sure that students are fully aware of those characteristics and how the university plans to instill those characteristics.
- A graduation committee has been formed to focus on:
 - ways to intensively manage all students who lack fewer than 12 hours to graduate;
 - ways to communicate graduation policies and to address student deficiencies earlier in their academic careers; and
 - ways to increase emphasis on the MuSU Academic Progress (MAP) report to ensure juniors and seniors acknowledge graduation requirements.

KCTCS Transfer Enrollment and Five-year Transfer Graduation Rate:

We are currently reviewing the characteristics of our 1997 transfer student cohort. In addition to the initiatives stated above that affect the retention of all undergraduate students, we have already established the following to address the needs of transfer students.

- The university is making a concerted effort to get advising information into the hands of both students and advisors, no matter where they are. The Course Applicability System (CAS) is a key component. This system is a web-based transfer equivalency system that insures consistent and timely transfer advising information to current and future students. With this system:
 - Students can verify MuSU course equivalencies online;
 - Students can view MuSU Degree audits with their current and potential transfer work included.
- The campus degree audits, known as MSU Academic Progress (MAP) Reports, are comprehensive advising documents that track student progress toward graduation. Since the fall of 2001 all transfer courses have been included. The state-wide transfer framework agreements are also built in. A new version of that software is being purchased to allow enrolled students and advisors to use the web to get current reports and to run different versions to explore various majors and minors. This ability to get timely and consistent advising information should impact graduation rates for all students.
- MuSU's MAP/CAS Coordinator is training the regional campus representatives in the use of CAS and the MAP Reports. To facilitate better transfer planning, she will also be providing training to KCTCS regional advisors in the use of CAS and in MuSU graduation requirements. Our Associate Registrar works closely with the KCTCS advisors to develop and refine transfer agreements and to answer questions as they arise about our program requirements.
- MuSU has developed two web-based completion programs that are appropriate for KCTCS students and enrollments in these programs are increasing.
- MuSU will continue to emphasize recruiting from KCTCS system.

ACT Initiatives

- MuSU has notified High School counselors that MuSU requires the ACT for admission and supports the Kentucky mandated pre-college curriculum (PCC) that would be considered the ACT core coursework. Starting this year any student with a deficiency in their PCC is required to take a specific MuSU class in the area of the deficiency regardless of the student's ACT score.
- MuSU is already offering ACT prep sessions to improve student performance and the number of these sessions will be increased as demand warrants. Discussion is taking place on the subject of informing the applicants with a low ACT score about the availability of these prep sessions should they choose to retake the test to improve their score.
- The MuSU Library provides material (tutorials, tapes, etc.) for self-directed ACT preparation.
- MuSU will encourage school systems to create a pool of funding for students who need to retake the ACT because of a desire to improve their scores. The Gear Up program and Murray State's Teacher Quality Institute will explore the possibility of financial support for students retaking the Test.
- MuSU would also like to suggest to the CPE and State Legislature that an incentive program similar to the KEES Scholarship program be established to improve ACT Scores and encourage a larger percentage of high school graduates to take the ACT. This ACT Scholarship Program could include financial awards for ACT scores of 20 through 28 or higher, with incentive scholarship amounts graduated from \$100 for the lower score to \$500 for a 28 or higher.

As an institution, we are proud of our efforts to aid our students to have successful experiences while at Murray State University and also as graduates of our institution; and we aspire to even greater success in the future.

Sincerely,

A handwritten signature in black ink, reading "F. King Alexander". The signature is written in a cursive, flowing style with a large, prominent "F" and a long, sweeping underline.

F. King Alexander
President



**NORTHERN
KENTUCKY
UNIVERSITY**

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MAY 13 9 46 AM '03

POSTSECONDARY
EDUCATION

May 9, 2003

Ms. Sue Hodges Moore
Executive Vice President
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204

Dear Sue:

This letter responds to yours of April 25 which provides updated information on the Council's Key indicators and requests comments about Northern's graduation rate for 2002.

The 2002 rate of 37.8% reflects a reasonable progression from the 30.1% rate in the base year of 1998. Data suggest that the 40.5% rate for 2001 which was a 5.1 point increase over the 2000 rate is an anomaly. The 37.8% graduation rate for 2002 is near the median for Northern's metropolitan and urban university benchmarks that participate in the Consortium for Student Retention Data Exchange.

The figure for 2001 reported results for the freshmen class of fall 1995. That fall the university saw an overall enrollment drop which likely resulted from highway construction affecting the two primary entrances to campus. The rebuilding of an eight mile stretch of I-275 from just west of the exit ramp to campus impeded access for commuting students from Kenton and Boone Counties, from where nearly 60% of our students came in the mid 1990's. Additionally, a rebuild of US-27 from the east entrance for approximately five miles to the south discouraged students from central Campbell County south into Pendleton County. Geographic mapping of our commuting students in the fall 1995 validated the impact of construction. With ACT scores for entering fall 1995 Bachelor's Degree seeking freshmen at a high point, likely the most dedicated students endured the inconvenience to start their college careers.

By fall 1996, access from I-275 was restored, but rebuilding continued on U.S. 27. Students entering that fall are reported in the 2002 graduation rate. Despite the slip from last year's rate, 12.4% of the fall 1996 freshmen class persisted at Northern Kentucky University in the fall 2002. An additional 9.8% either completed an Associate's Degree at NKU or transferred to another Kentucky institution. Enrollment and graduation rates for transfers from the community college system likely will be problematic for several years to come. Before the creation of Gateway Community and Technical College, the closest community college was at Maysville, 50 miles east of NKU. Since community college students typically are place bound and have a strong vocational orientation, low transfer numbers are not surprising. Of the fall 1997 transfers from the state's community college system only nine met CPE's criteria for the five-year tracking. Four graduated with Bachelor's Degrees well within the tracking time frame. None of the other five enrolled beyond their first semester. With 24 students from GCTC enrolled in Northern's classes in fall 2002 and the growth of GCTC enrollments, we anticipate that an increased number will be encouraged to pursue a Bachelor's Degree at NKU in the future.

As you request in your letter, we will be submitting additional information regarding Northern Kentucky University's reform efforts in June.

Sincerely,

James C. Votruba
President

Nunn Drive
Highland Heights, Kentucky 41099

Northern Kentucky University is an equal opportunity institution.

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July 11, 2003

Christina Whitfield
Research and Information
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

SUBJECT: NKU Progress on KCTCS Transfer Graduates and
CPE Strategic Agenda Statewide Indicators

The measures related to ACT scores in the statewide indicator addressing Kentuckian's readiness for postsecondary education focuses on two issues:

1. Increasing the awareness among Kentucky's youth about the opportunities and advantages of formal education beyond high school, and
2. Increasing the capabilities of Kentucky P – 12 schools to provide appropriate preparation for students advancing into postsecondary education.

Programs in place and in planning stages at Northern Kentucky University target both issues. The University hosts a variety of events that bring young people to campus. Activities, such as the Northern Kentucky Select Bands, bring high school students from seven counties into the University atmosphere and provides a level of activity beyond that available in the schools. In the summer 2003, music programs are reaching youth from age 10 to adults. Also, Northern's faculty and students in the arts and sciences go to area schools with programs in individual classrooms and in school assemblies.

NKU's Center for Integrative Natural Science and Mathematics (CINSAM) includes in its mission preparing teachers with the specific goal to "Develop outstanding teachers of science and mathematics at secondary, middle school, and elementary levels".

As a result of more than thirty group conversations with community leaders and citizens in northern Kentucky, the University's campus-wide strategic planning team is setting an agenda that embraces CPE's vision for the Commonwealth and the expressed needs of the region's communities. As CINSAM recognizes the importance of enhancing critical skill development before students reach high school, the University is implementing a variety of enrichment programs for elementary and middle school youth. In the planning stage is a Saturday "NKU College for Kids" along with new strategies to take arts, humanities, and science programs from the University into rural communities. Through a variety of interactions between the University and young people and between the University and parents, we hope to enhance the recognition of the importance of postsecondary education and the participation by the region's citizens. Among

the expected results would be increases in the number of ACT test takers, higher test scores, and improved enrollments in ACT core courses.

The University's performance of the transfer graduation rate indicator reflects the small number of transfers to NKU with sophomore standing and above from Kentucky's community and technical colleges. Until Gateway Community College's founding, the closest Kentucky community college was 55 miles from NKU in Maysville.

Community college students typically are place-bound and likely have responsibilities for family and job. In fall 1997, the most recent year used in CPE's tracking for this indicator only nine students meeting the tracking criteria entered Northern. By August 2002, four had earned Bachelor's Degrees. None of the other five had persisted beyond their first semester in fall 1997.

NKU's greatest opportunities to serve KCTCS transfers will be through partnerships and agreements with Gateway. In the last academic year 38 Gateway students took general studies classes from Northern while also enrolled at Gateway. We intend to expand the cooperative enrollments and to provide smooth transitions for Gateway students into Northern's baccalaureate programs.

Even as Northern Kentucky University faces fiscal constraints that impact throughout the postsecondary education system, we recognize the importance of CPE's Action Agenda for the Commonwealth's future and the need for Northern Kentucky University to be proactive to assure the Action Agenda's success.

Sincerely,

Gerald E. Hunter
Vice President for Enrollment & Financial Planning

Whitfield, Christina (CPE)

From: Ray, Constance [connie@email.uky.edu]
Sent: Friday, June 06, 2003 4:18 PM
To: Sue.Moore@mail.state.ky.us
Cc: Todd, Lee; Nietzel, Michael; Christina.Whitfield@mail.state.ky.us
Subject: Key Indicator Report



Key Indicator
Response 2003.do... Sue,

On behalf of President Todd, please find attached the University of Kentucky's response to your request for initiatives in support of key indicators where progress has not been evident. This response includes initiatives at UK and LCC in support of statewide indicators as well as institution-specific indicators. Please let me know if you have additional questions.

Thanks!

Connie A. Ray, Ph.D.
Vice President for Institutional Research, Planning, and Effectiveness
106 Gillis Building
PH: (859) 257-6384
FAX: 859-257-1333

<<Key Indicator Response 2003.doc>>

Initiatives Supporting the Council on Postsecondary Education's System-wide Educational Attainment Indicators

The University of Kentucky and Lexington Community College are involved in a variety of reform initiatives that support the Council on Postsecondary Education's key indicators of educational attainment. Several of our programs and community service projects are aimed at improving system-wide indicators where current progress is insufficient to meet the Council's goals. Our efforts include initiatives to raise:

- The average ACT scores of high school graduates
- The percentage of high school graduates taking the ACT
- The percentage of high school graduates taking ACT core coursework

Each of the programs and services described below addresses at least one of the three system-wide educational indicators established by the Council on Postsecondary Education.

Finally, this progress report describes initiatives by the University of Kentucky and Lexington Community College to reach established institutional goals where insufficient progress has been made during the last year. UK's efforts to enhance its endowments in the research priority areas of the knowledge-based economy are briefly outlined. Interventions to improve Lexington Community College's one-year retention rates for first-time freshmen and the average number of credit hours transferred are also described.

Efforts to Address Lack of Progress with Statewide Performance Indicators

Central High Magnet Career Academy

Over the years, UK has established a number of partnerships with the Central High Magnet Career Academy (formerly the Louisville Central Colored High School). Seven of ten students enrolled at Central are African-American, and over half of the student body qualifies for free or reduced lunch. In support of these students, UK has jointly created the UK - Central Scholars program, in which students earning at least a 3.0 GPA in their freshman year at Central are designated as UK - Central Associate Scholars. Students must have a 3.2 GPA by the end of their second year to stay "Associate Scholars" and a 3.4 by the end of their junior year to be named full UK - Central Scholars early in their senior year. Students must also complete the Pre-College Curriculum and show leadership, service, and good citizenship. Several academic and social incentives are in place for students designated as UK - Central Scholars.

Faculty and staff from UK made two visits to Central High in spring 2003. At the first assembly, the Director of Institutional Research presented information to nearly 200

Central Scholars on the relationship between high school achievement and success during the first year of college. A faculty member in the African-American Studies and Women's Studies programs addressed students at the second assembly on the importance of maintaining high academic goals and standards.

UK works with counselors from Central High to encourage students to start taking the ACT as sophomores and to continue through their senior year. The additional experience with the ACT reduces test anxiety, improves scores, and provides feedback to Central on academic programs that should be strengthened. In addition, UK is working to help Central's academic departments better align their high school curriculum with UK's expectations for incoming freshman.

KY Excel Incentive Scholarship Program

Since 1994, UK and the Fayette County Public Schools have collaborated to administer the KY Excel Incentive Scholarship Program. After receiving a generous grant from former UK basketball star Jamal Mashburn, UK established the scholarship program nine years ago as a way to provide scholarships and hope to disadvantaged youth. Students are selected in the eighth grade on the basis of their commitment to education, satisfactory classroom conduct, recommendations, an essay, and a personal interview. Scholarship recipients are awarded one year of tuition to UK for every year of high school completed with a 2.5 GPA and satisfactory conduct.

During 2002-2003, the KY Excel program offered a variety of social and cultural activities to tenth grade high school students currently enrolled in the program. No new students were added to the Excel program this year. Students toured the UK campus and attended a panel presentation by current UK students on "College Life at UK." Each student was matched with a UK mentor. Students and mentors got to know one another better at a pizza party. In addition, program participants attended a variety of social activities, including a Legends baseball game and a women's basketball game.

Governor's Minority College Awareness Program

The Minority College Awareness Program at UK consists of six early interventions that prepare African American and other underrepresented minority students for success in postsecondary education institutions. Three MCAP components provide indirect support for several of the Council's key indicators by emphasizing the importance of academic readiness and encouraging greater academic achievement on the part of students who have been traditionally under-represented in higher education:

- The *UK 2nd/3rd Grade Reading Enhancement* focuses on building a strong foundation for learning by insuring that students are at or above reading level in the early grades.
- The *YMCA Black Achievers Seventh/Eighth Grade Educational Enhancement Cluster* emphasizes career education by relating students' academic performance to the career choices they make.

- The *R.A.P. component* is an incentive program to motivate all students at Winburn Middle School to earn a grade point average that will entitle them to a place on the honor roll. All honor roll students are taken on college tours, attend assemblies with faculty and other professionals from UK, and take an annual educational/fun trip to Disney World. This component was designed specifically for a school with a high proportion of students who are academically at-risk.

Robinson Scholars Program

Established in 1997, the Robinson Scholars Program serves college-bound students from 29 eastern Kentucky counties. The High School Program is open to eighth-graders who have demonstrated the potential to succeed in college, despite potentially severe economic, cultural, or institutional barriers. Students qualify for the program based on their academic potential, financial need, and personal interviews with program administrators. The High School Program offers mentoring and academic support with a strong emphasis on the value of rigorous pre-college coursework and the need to prepare for the ACT Assessment.

The College Program provides Scholars with the tools needed to succeed as undergraduates. Participants associate with student mentors, engage in monthly small group meetings, and take part in individual conferences with the program staff. Robinson Scholars also receive full academic scholarships to the University of Kentucky, Lexington Community College, or any KCTCS institution. The award is equal to tuition and fees, room and board, and a personal stipend. Students who continue to meet the program's eligibility requirements can renew the award for up to four years of undergraduate study.

Initiatives of the UK Undergraduate Admission Office

The UK Office of Undergraduate Admission and University Registrar are engaged in numerous efforts to raise students' awareness about the importance of taking rigorous high school coursework and preparing for the ACT Assessment. During the past year, the Office has supported the Council on Postsecondary Education's system-wide educational attainment indicators in a variety of ways:

- New recruitment efforts have been implemented for fall 2004 related to targeting students earlier in the process. Specifically, over 40,000 new publications were mailed to prospective sophomores and juniors with specific information related to college planning and taking the ACT, PSAT, SAT and PLAN.
- New monthly admission letters to prospective sophomores and juniors will publicize test dates and admission strategies.
- 'Phone-a-thons' with prospective students emphasize the importance of taking the ACT early and often. Direct personal contact with students and parents is proving to be very successful.

- Numerous presentations to middle school and high school students and parents are organized throughout the year stressing the value of a college degree. Staff members encourage students to take challenging course-work, including Honors, Advanced Placement and International Baccalaureate classes. Students learn that rigorous courses will better prepare them for the ACT and college-level work. Staff members also encourage students to take the ACT and the SAT I at least twice as a way to improve test scores and make their admission application more competitive.
- Visits to every region of the state, including many of the Council's target counties, stress the importance of postsecondary education and recruit students to UK. Staff members regularly participate in "college fairs" throughout Kentucky and talk about the importance of testing with nearly every student and parent. The staff of the office also operates a Visitor Center on the UK campus featuring information sessions that encourage students to take challenging coursework and to take the ACT several times.
- Outreach efforts support the work of high school teachers and guidance counselors around the Commonwealth. Recruitment staff members attend annual ACT Conferences and ACT workshops to improve the advice and information they give to secondary school professionals. The Office of Undergraduate Admission and University Registrar regularly holds workshops with counselors to share ACT/College Board news, data and updates.
- A new high school guidance counselor electronic Listserv has been created to communicate on a regular basis about admission updates and pertinent information like the ACT.

Initiatives of Lexington Community College

LCC administers several programs that support the Council's statewide performance indicators. The College's Title III programs, Talent Search and Upward Bound, serve local students in traditionally at-risk populations. Both programs include components for ACT test preparation and test strategies, in addition to academic courses and tutoring designed to improve students' scores on these standardized tests. The Upward Bound program requires students to take the PLAN (a pre-ACT Assessment exam administered in earlier grades) and the ACT Assessment as measures of academic gains achieved through participation in the program. Participants in the Talent Search and Upward Bound programs are strongly encouraged to attend college after they finish high school.

Efforts to Address Lack of Progress with UK's Performance Indicators

The University of Kentucky's total endowments decreased \$22.6 million during FY 2002, despite net principal additions of \$27.9 million. The decrease resulted from a negative total return of \$27.4 million and spending distributions of \$23.1 million. Market volatility negatively impacted all of the institution's endowments, including those in the

research priority areas of the knowledge-based economy. With the third round of the Endowment Match Program, UK expects to make progress in achieving its endowment goals. Pursuant to the program's guidelines, at least 70 percent of the endowments matched by this program must be designated to the research priority areas. The University's draft strategic plan for 2003-06 recognizes the importance of endowments in the research priority areas as reflected in the following key indicator for the plan: "Increase the market value of the University's endowments to \$500 million through fund raising focused on the priority research areas identified in the Commonwealth's Strategic Plan for the New Economy."

Efforts to Address Lack of Progress with LCC's Performance Indicators

LCC has developed several initiatives to improve the retention of its students. The College has made a commitment to hire a full-time staff person whose major job responsibility will be to improve student retention. In addition, LCC's early alert system has moved beyond the pilot phase and is now a college-wide initiative. This system enables faculty to identify students who are in academic jeopardy so that an "education counselor" can contact them. The counselor provides encouragement and helps students access support programs at the College that contribute to student success. During the past year, over 400 students were contacted and helped through this program.

LCC continues to revise its orientation and advising processes. Students now meet with the same advisor at least once per semester. The sessions focus on actual academic advising and are not simply limited to the scheduling of classes for the upcoming semester. A summer advising program has also been initiated with full-time faculty rather than paid temporary advisors. In addition, LCC has recently developed a mentoring program for male African American students. Research indicates that this group is at-risk in terms of their retention and graduation rates.

Over the past five years, the number of LCC students who have transferred to a four-year institution has increased by 19 percent. As part of their training as advisors, faculty members now receive further instruction in degree requirements so they can encourage students to complete their degrees prior to transfer. LCC is also applying for a Title III grant to fund a transfer center so that staff can more effectively help students review their transfer options. Transfer center staff would work with students to ensure they take all of the LCC courses they can that will transfer into their desired four-year program. The new CAS/Darwin system will make it easier for staff to assess the progress students have made towards an AA/AS degree prior to transferring. At LCC, the number of degrees conferred continues to rise each year. As more students complete associate degrees before transferring, the average number of credit hours transferred to four-year institutions is also expected to increase.

JAMES R. RAMSEY
President

University of Louisville
Louisville, Kentucky 40292
Office: 502-852-5417
Fax: 502-852-5682

MAY 12 10 16 AM '03

May 9, 2003

Dr. Thomas D. Layzell
President
Council on Postsecondary Education
1023 Capital Center Drive
Suite 320
Frankfort, KY 40601

Dear Tom:

Thank you for the opportunity to review and comment on the University of Louisville's progress in support of Kentucky's Key Indicators of Progress. While we are pleased with our contributions in several areas, and particularly research and development, we share your concern that the upward trajectory of six-year graduation rates did not continue this year.

With respect to the decline of 0.5% between our 1995-2001 and our 1996-2002 graduation rates our examination of factors that might have influenced this change found little evidence of strong causal relationships. In fact, as we considered the overall trend in our graduation rates over the last five years, an increase of nearly 3% is evident. Our conclusion is that this year's slight dip is a normal fluctuation in the life of a university.

The characteristics of the entering class of 1996 did not differ substantially from those of other entering classes since 1992. ACT scores hovered just above 21 during that time and high school grade point averages rose slightly from just under 2.9 to 3.0.

During the six-year period from 1996 to 2002, a number of changes occurred within the university and in the larger community may have influenced students' decisions to persist at UofL.

Tuition Increases. Between Fall 1996 and Fall 1998 tuition increased by almost 14% followed by another increase of 11% the following year. These increases coupled with a financial budget unable to keep up with them and an improving economy and job market may have enticed some students to interrupt their studies thereby delaying completion of their degrees. The plausibility of this scenario is reinforced by the persistence demonstrated by this cohort of students. Six years after entering the university 44% had either graduated or were still enrolled compared to 40% of the 1995 class. Based on the experience of the 1995 class that now has a seven-year graduation rate of 36.9%, we anticipate a more favorable, long-term graduation rate for the 1996 class.

It is also possible that some students when confronted with tuition increases chose to enroll at another postsecondary institution with lower tuition. Although we are unable to document transfers-out a recent study from the National Center for Education Statistics suggests that nation-wide about 25% of entering freshmen transfer to another institution at some time in their academic career.

Admission Criteria. Admission criteria in 1996 met the state minimum. However, as the Challenge for Excellence developed and the Higher Education Reform Act enacted, the university directed its attention to identifying and communicating the characteristics of successful students in a quality undergraduate education program. Increased attention to the undergraduate programs, in general, expansion of the honors program, direct enrollment of freshmen in degree-granting programs, and the phased-in implementation of more stringent admission criteria may not have had a direct impact on the 1996 class, but they may have created a too-challenging, too-competitive atmosphere for some students.

Curricular Change. The School of Allied Health closed in 2000. Students active in the degree-pipeline had the opportunity complete graduation requirements; some inactive students may have discontinued their enrollment at that time.

Of greater importance to us than this year's dip, is that the rate continues well below that of most of our peer institutions. As noted earlier, our graduation rates have been inching up over the last five reporting periods. But it has been the Challenge for Excellence and the Commonwealth's Higher Education Reform efforts that have spurred a number of initiatives to encourage retention and degree completion.

Academic Preparation. Admission criteria have been modified to ensure that students are prepared for the rigors of college work. Students who lack the fundamental knowledge to succeed in entry-level courses are guaranteed admission to the university upon satisfactory completion of a Pathways-to-Success program of study at Jefferson Community College. Admissions officers work closely with high school counselors to articulate the pre-college curriculum and other admission requirements.

Academic Support. The Resources for Academic Achievement Center offers tutoring, counseling, career and other services to support students as they REACH for Success; academic requirements have been clarified and made more consistent across our colleges; and additional academic advisors positions have been created to improve the availability of advising services.

Curricular Reform. General education requirements have been reviewed and made more consistent across the academic units; our Honors Program has been strengthened to

Dr. Thomas D. Layzell
May 9, 2003
Page 3

ensure that all students experience intellectually stimulating and challenging instruction; and an undergraduate research component has been developed to promote undergraduate exposure to and involvement in cutting-edge research.

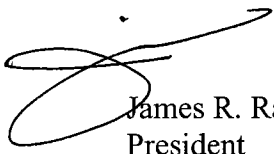
Financial Support Substantial investment has been made to provide financial aid to attract highly-qualified students to the university and to ensure that shortage of funds is not an impediment to continuation; although it is not a university program, KEES awards, intended to encourage recent high school graduates to start college and persist, should help all of Kentucky's postsecondary institutions.

Co-curricular Opportunities. Counseling and career services have been reorganized to better serve students; additional residence halls have been constructed (residential students have higher retention than non-residential students).

Responsive Assessment. A central tenet of our managerial philosophy is "ask, listen, and act." UofL has implemented and actively uses an ongoing assessment system primarily designed for our academic units to solicit feedback from new and continuing students, alumni, and faculty and staff. In addition, the Division of Student Affairs has commissioned a satisfaction survey every four years to identify areas where improvement has occurred or might be desirable. The 1995 survey, for example, identified academic advising as an area of low satisfaction. That finding spurred many of our academic support initiatives and the just-released 2002 survey found significantly greater satisfaction with advising among UofL students.

Although the 1996 freshman class had already finished its critical first year before many of these initiatives had been implemented or could have substantial influence, early analysis of the graduation rate of the 1997 entering class shows a five-year rate that is 3% higher than the comparable rate for the 1996 class. We anticipate steady improvement in our graduation rate in the future as we recommit to creating an environment and opportunity where students can succeed and the Commonwealth will benefit.

Sincerely,



James R. Ramsey
President

cc: Vice President Sue Hodges Moore
Director Michael J. Curtin
Dr. Mary Korfhage

JAMES R. RAMSEY
President

University of Louisville
Louisville, Kentucky 40292
Office: 502-852-5417
Fax: 502-852-5682

June 3, 2003

Dr. Thomas Layzell
President
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204

JUN 5 9 11 AM '03

POSTSECONDARY
EDUCATION

Dear Tom:

Thank you for the opportunity to provide insights into the University of Louisville's progress in addressing the Key Indicators of Progress. The University is a committed contributor to the reform efforts of the Commonwealth and we are pleased with the progress made thus far.

The University of Louisville's strategic plan, the "*Challenge for Excellence*," is a strong catalyst and strategic underpinning for institutional improvement. Through internal reallocation, philanthropic fund raising, and matching state funds, we have made significant investments in the educational and research programs of the institution. These investments are already resulting in improvements to our productivity and outcome measures and we are certain they will also provide a lasting impact on our students and postsecondary education reform in the Commonwealth.

The following information provides an overview of UofL's progress.

Questions 1-3: Are more Kentuckians ready for postsecondary education? Are more students enrolling? And, are more students advancing through the system?

We continue to focus our resources to attract and retain the best and brightest students to our institution. To achieve this, we increased our scholarship awards to qualified students, invested in infrastructure necessary to provide academic support services to students through enhanced freshmen orientation, access to tutoring, minority academic support, mentoring and career counseling, and enhanced our recruiting efforts. Results in these areas are already beginning to show.

First, the average ACT scores of our entering freshmen increased from 20.8 in fall 1995 to 23.2 in fall 2002. Second, enrollment of graduate students has increased from 4,302 in fall 2001 to 4,677 in fall 2002. Professional students similarly increased from 1,825 in fall 2001 to 1,850 in fall 2002. By 2004, we project 4,880 graduate students and 1,860 professional students. Third, the year-to-year freshman retention rate for all first-time freshmen increased from 69.7% in fall 1995 to 73.9% in fall 2002. In a correspondence to the CPE in 2001, we indicated that by 2004

we project our retention rate to be 75%. We feel we are on track to meet this objective. Fourth, in order to achieve the goal of increasing our residential students, we have invested over \$30 million to build new on-campus student housing. The new facilities are scheduled for completion fall 2003 and will house approximately 600 additional students.

Additionally, a new initiative - *Vision*Focus*Action* - is being implemented to promote a challenging and supportive academic environment and user-friendly student services. New academic programs will be selectively developed in targeted areas that meet the interests and needs of students and the state. The focus of this new initiative is in four areas: the academic challenge, student support services, the cultural and racial climate, and communications to faculty and staff. This initiative will assist in our efforts to ensure that the quality of programs and services, as well as the academic environment and campus culture, remain a top priority as we move forward.

Questions 4-5: Are we preparing Kentuckians for life and work? And, are Kentucky's communities and economy benefiting?

The University of Louisville continues to make excellent progress in increasing federal research and development funding. In fiscal 2001, the University of Louisville's federal research and development expenditures were \$25,116,000. For fiscal 2002, that total increased by 55% to \$38,978,000. Similarly, total extramural research and development expenditures for fiscal 2001 were \$34,314,000. For fiscal 2002 that total increased by 69% to \$57,992,000.

Through continued support from the Commonwealth's Research Challenge Trust Fund, the University of Louisville continues to attract renowned scholars and researchers to join an already strong faculty. The number of endowed chairs increased from a baseline figure of 25 in 1995 to a current figure of 92 in fall 2002. This program has encouraged private philanthropy and helped move the university's research agenda forward rapidly. This trend was recently rewarded when the University of Louisville successfully achieved membership in the prestigious Association of Research Libraries.

Another direct result of the University of Louisville's research focus is an increase in patents, royalties and business development. Licenses and U.S. patents based upon research have increased from 46 in FY 2000 to 56 (through the third quarter of FY 2003). Business start-ups have increased from 1 to 6 during this same period. Businesses incubated have seen an increase from 38 in FY 2000 to 57 (through the third quarter of FY 2003). Royalties and Associated Income have increased dramatically from a baseline figure of \$10,626 in FY 1995 to \$465,427 (through the third quarter of FY 2003).

Dr. Thomas Layzell
June 3, 2003
Page 3

As top researchers and students continue to transform their research and work into concepts and products, our city and state will see these investments pay off in economic development potential. To support these efforts, the Delia Baxter Research Building at the Health Sciences Center was completed and we recently "broke ground" on a new state-of-the-art research building on our Belknap Campus.

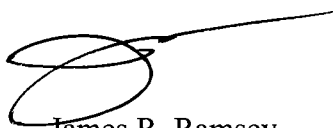
The University of Louisville is also excited about the opportunities to build partnerships and collaborations. We are already working with the new Louisville Metro government, Greater Louisville Inc., and business and community organizations to serve the region and provide educational and research expertise to promote economic development. Working closely with the Louisville Medical Center Development Corporation and Greater Louisville Health Enterprise Network, we will move forward on a Cardiac Innovation Institute and seek other collaborative opportunities with medical center partners to build the biomedical foci in Louisville.

In the area of education, we will continue to build new, and reinforce existing collaborative academic and research programs with other universities and K-12. We will particularly focus on Jefferson County Public Schools programs that promote quality education and enhance opportunities for students at all levels.

Clearly, it is very difficult to identify concisely all of the activities the University of Louisville is engaged in to promote and support state reform initiatives. Hopefully, this response has provided some insightful information and notable successes at our institutions. Please know that we are dedicated to continuous quality improvement and to the effort to improve the quality of life for our students and the citizens of the Commonwealth.

Please feel free to call me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "James R. Ramsey", with a long, sweeping horizontal line extending to the right.

James R. Ramsey
President

cc: Provost Shirley Willihnganz
Director Michael Curtin

Whitfield, Christina (CPE)

From: Moore, Sue (CPE)
Sent: Wednesday, May 14, 2003 3:56 PM
To: Morse, Mary B (CPE); Whitfield, Christina (CPE)
Subject: FW: Measures for improving WKU graduation rates

-----Original Message-----

From: Bob Cobb [mailto:bob.cobb@wku.edu]
Sent: Wednesday, May 14, 2003 3:51 PM
To: sue.moore@mail.state.ky.us
Cc: Barbara Burch; Gary A. Ransdell; Lois Hall; Luther Hughes
Subject: Measures for improving WKU graduation rates

Sue,

Below is the information you requested regarding measures WKU is taking to improve graduation rates. This information is being furnished to you after consultation with Dr. Burch and President Ransdell.

Western's 2002 graduation rate of 41.1% fell short of its goal by fewer than 20 students but recorded a moderate improvement over its 2001 graduation rate of 40.8% with continued gains projected for AY 2003.

Fundamental to improving WKU's graduation rate is student retention. WKU recognizes that in order to graduate students they must first be retained. Western has put considerable efforts into the retention of students.

Recent CPE reports spotlight the fact that WKU's retention efforts are indeed working as WKU's retention has increased by nearly 6% in five years and is on target to show increased gains in 2003. It is expected that as retention efforts are further refined and improved, graduation rates will show commensurate gains. Key initiatives WKU is conducting to address retention and graduation rates are:

1. Placement for Success - using standardized and other test scores for the proper placement of students into entry level courses to ensure they are on a successful track for retention and graduation.
2. Freshman Seminar - for first year students—important first year experience initiative (course) assisting students in making the transition from high school to college. Also, it is a course where study skills and career opportunities are emphasized.
3. 6th Week Assessment - All first year students enrolled in 100-level courses are assessed by the faculty. Four areas are assessed: a) class attendance, b) prepared for class, c) need tutoring, and d) D/F in the class at that time. Data from this report are provided directly to UC101 instructors and faculty advisors. Both UC101 instructors and faculty advisors are requested to personally contact each student and determine appropriate interventions for student success.
4. Academic Advising Academy - a workshop held several times each year providing faculty advisors with information and strategies for delivering high quality student advisement and understanding university academic requirement in general education.
5. Partners Program - a highly structured program encouraging students in academic trouble with a contractual arrangement that requires students to have regular tutoring and advisement, engages parents in this process, and

carefully plans students' academic programs and progress.

6. Project Early Start - a partnership program with funding from private and university sources for students with academic deficiencies that provides enhancement in writing, computer skills and mathematics. This two-week enrichment program just prior to the beginning of the fall semester is utilized to assist students be successful in these areas in their first year.

7. Master Plan - a five-day social and academic adjustment and orientation to the university for students just prior to the beginning of classes in the students' first year.

8. Learning Communities - Both residential and non-residential learning communities have been implemented to include cohorts of students in the same classes. This commonality and a connection among the students enhance study habits and group tutoring along with building personal interactions.

9. Academic Advising Academy—a workshop providing faculty advisors with information on high quality student advisement and university academic requirements in general education.

10. Taking Aim - an initiative providing academic departments the information necessary to personally contact students who (a) were first year enrolled students but who have not yet enrolled for a second year and (b) previously enrolled students who are in graduation cohort(s), near graduation, but not registered for the fall semester.

Whitfield, Christina (CPE)

From: Morse, Mary B (CPE)
Sent: Wednesday, June 25, 2003 8:38 AM
To: Whitfield, Christina (CPE)
Subject: FW: Follow up response on State

WKU's response

-----Original Message-----

From: Bob Cobb [mailto:bob.cobb@wku.edu]
Sent: Tuesday, June 24, 2003 5:28 PM
To: Moore, Sue (CPE)
Cc: Barbara Burch; Gary A. Ransdell; Lois Hall; Luther Hughes; Torie Cockriel; James Flynn
Subject: Follow up response on State Indicators

Sue,

Here is the follow-up information you requested regarding measures WKU is taking to address the State indicators mentioned in your 25 April 2003 memo to President Ransdell:

- (1) Average Act Score
- (2) Percentage of high school students taking the ACT
- (3) Percentage of high school students completing the ACT core

Western Kentucky University is doing nothing directly with high school students to improve these indicators. Western is however indirectly addressing these by: (1) seeking ways to increase our dual enrollments with area high schools, and (2) preparing high quality teachers who will help have a significant influence on Kentucky's future postsecondary students.

Bob Cobb



Office of Provost and Vice President
Of Academic Affairs
270-745-2296
FAX: 270-745-5442

Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101-3576

July 11, 2003

Dr. Sue Hodges Moore
Executive Vice President
Council on Postsecondary Education
Suite 320
1024 Capital Center Drive
Frankfort, Kentucky 40601-8204

Dear Sue:

Below is the additional information you requested regarding the measures Western Kentucky University is taking to address the statewide indicators of:

- Average ACT Score
- Percentage of high school students taking the ACT
- Percentage of high school students completing the ACT core.

Also included is the information provided previously concerning the steps Western is taking to improve our retention and graduation rates.

Western is addressing the statewide indicators concerning the ACT in a number of ways. Western's admissions counselors have made a point to discuss the importance of taking the ACT when they meet with high school counselors, students, and parents. When student groups come to campus, we again take the opportunity to emphasize the importance of taking and doing well on the ACT. As part of our efforts to increase dual enrollments with area high schools, we have stressed that taking and preparing for the ACT is crucial.

Additionally, Western has focused on the significance of the ACT through outreach opportunities provided through our TRIO programs, including Upward Bound and Veteran's Upward Bound. As these programs prepare individuals for entry into college, they assist students in not only applying for the ACT, but in practicing test taking skills before taking the test.

We also are actively engaged with area superintendents, particularly through GRECC, in ongoing discussions that will increase the preparation of students to enter college, which includes meeting admissions requirements that include the ACT.



Dr. Sue Moore Hoges
July 11, 2003
Page 2

Western is also taking a number of steps to improve our retention and graduation rates. Western's 2002 graduation rate of 41.1% fell short of its goal by fewer than 20 students, but recorded a moderate improvement over its 2001 graduation rate of 40.8% with continued gains projected for AY 2003. Fundamental to improving Western's graduation rate is student retention. Western recognizes that in order to graduate students they must first be retained. Western has put considerable efforts into the retention of students.

Recent CPE reports spotlight the fact that Western's retention efforts are indeed working as Western's retention has increased by nearly 6% in five years and is on target to show increased gains in 2003. It is expected that as retention efforts are further refined and improved, graduation rates will show commensurate gains. Key initiatives Western is conducting to address retention and graduation rates are:

1. Placement for Success - using standardized and other test scores for the proper placement of students into entry level courses to ensure they are on a successful track for retention and graduation.
2. Freshman Seminar - for first year students-important first year experience initiative (course) assisting students in making the transition from high school to college. Also, it is a course where study skills and career opportunities are emphasized.
3. 6th Week Assessment - All first year students enrolled in 100-level courses are assessed by the faculty. Four areas are assessed:
 - a) class attendance
 - b) prepared for class
 - c) need for tutoring, and
 - d) D/F in the class at that time.

Data from this report are provided directly to UC101 instructors and faculty advisors. Both UC101 instructors and faculty advisors are requested to personally contact each student and determine appropriate interventions for student success.

4. Academic Advising Academy - a workshop held several times each year providing faculty advisors with information and strategies for delivering high quality student advisement and understanding university academic requirement in general education.

Dr. Sue Moore Hoges

July 11, 2003

Page 3

5. Partners Program - a highly structured program encouraging students in academic trouble with a contractual arrangement that requires students to have regular tutoring and advisement, engages parents in this process, and carefully plans students' academic programs and progress.
6. Project Early Start - a partnership program with funding from private and university sources for students with academic deficiencies that provides enhancement in writing, computer skills and mathematics. This two-week enrichment program just prior to the beginning of the fall semester is utilized to assist students be successful in these areas in their first year.
7. M.A.S.T.E.R. Plan - a five-day social and academic adjustment and orientation to the university for students just prior to the beginning of classes in the students' first year.
8. Learning Communities - Both residential and non-residential learning communities have been implemented to include cohorts of students in the same classes. This commonality and a connection among the students enhance study habits and group tutoring along with building personal interactions.
9. Taking Aim - an initiative providing academic departments the information necessary to personally contact students who (a) were first year enrolled students but who have not yet enrolled for a second year and (b) previously enrolled students who are in graduation cohort(s), near graduation, but not registered for the fall semester.

Please let me know if you have any questions about the measures Western has taken to address these Key Indicators.

Sincerely,



Barbara G. Burch
Provost and Vice President
for Academic Affairs

BGB:lpb

xc: President Gary Ransdell

Transfers to Other Kentucky Institutions

Fall 2001

